

## Evaluation of Physical Education Online Learning of Junior High School During the COVID-19 Pandemic in Cepiring, Kendal Regency

Moh. Aula Fika<sup>✉</sup>, Soegiyanto Soegiyanto, Heny Setyawati

Universitas Negeri Semarang, Indonesia

### Article Info

History Articles  
Received:  
23 June 2021  
Accepted:  
20 July 2021  
Published:  
30 September 2021

Keywords:  
Evaluation, Physical  
Education, Covid-19

### Abstract

The background of the research is the pandemic period which forced physical education (PE) in schools to carry out online learning in junior high schools throughout the Cepiring District, Kendal Regency. Method used a qualitative study with CIPP evaluation paradigm. The study was conducted in junior high schools in Cepiring sub-District, Kendal Regency. The research subjects consist of 3 physical education teacher in Cepiring sub-district, 3 Deputy Head of Curriculum junior high school curriculum assistants in Cepiring sub-district, 30 students of IX grade junior high school, and 10 parents of students. Data collected by observation, interview, and documentation. Data analysis was comprised of 4 interacting components: data collection, reduction, display, and conclusion. The result showed that contact in the form of online physical education learning materials was adapted to the online learning situation using physical education learning videos in junior high schools throughout the Cepiring sub-district. The input to physical education learning was provided by Wa, YouTube, Google Forms, and the School App, which required each teacher to create a Learning Implementation Plan. The process of learning was done online using virtual learning media. Through the evaluation of assignments and tests, students in Physical Education achieved outcomes above the Minimum Completeness Criteria established by each junior high school in Cepiring sub-District. Conclusion that online physical education learning was done effectively in junior high schools throughout Cepiring Sub-District, Kendal Regency, despite some obstacles, and should be used as evaluation material for physical education online learning in the COVID-19 pandemic.

<sup>✉</sup> Correspondence address:  
Kampus Pascasarjana UNNES Jl. Kelud Utara 3, Gajahmungkur  
Semarang  
E-mail: [aulafikaa@students.unnes.ac.id](mailto:aulafikaa@students.unnes.ac.id)

## INTRODUCTION

In general, education in Indonesia begins with basic education and continues through tertiary education. Humanizing people via education is a national education mission (Darmawati, Rahayu, & RC, 2017). Learning is one of the most important areas of development in every country. For Law No. 20 of 2004, learning is a planned effort to improve all abilities possessed by students through the educational process (Alaswati, Rahayu, & Raffy Rustiana, 2016).

Evaluation is the process, not an end result (product). The outcomes of evaluation activities are the quality of something, both in terms of value and meaning, whereas evaluation is the activity that results in the giving of value and meaning (Yuniartik, Hidayah, & Nasuka, 2017).

Indonesia is having a difficulty that the rest of the world is experiencing in the 2020/2021 academic year, as Indonesia is impacted by the COVID-19 outbreak, which has disrupted many sectors (Duta, Sembiring, & Wicaksono, 2021). Corona virus was once believed to have originated in Wuhan, China but has now spread throughout the world (Jannah, Wulandari, & Budi, 2020). The outbreak of the Covid 19 Pandemic in Indonesia has also altered the way education is learned and taught. When confronted with circumstances that need us to study more diligently and adapt to the use of various media for learning, we may at least continue the correct teaching and learning process and maximize the process wherever and whenever. During the COVID-19 pandemic, the most critical aspect of teaching and learning is independence in learning (Banat & Martiani, 2020).

The implementation of e-learning learning also pays attention to government instructions by implementing the Emergency Curriculum (Education Unit Level Curriculum) in accordance with the circular letter of the Minister of Education and Culture No. 36962 Year 2020 (Prawiro, 2021). Considering the situation and conditions surrounding the present pandemic, the government's policy mandating online learning in all schools is one of the challenges confronting various public and private schools.

Online learning in its current form requires the use of mobile devices such as smartphones, tablets, and laptops that may be used to do data searches anywhere and at any time (Hussain, Mills, & Sanders, 2018). Various media can also be used in online learning to support the application of online education. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Sadikin & Hamidah, 2020) as well as practical messaging applications such as WhatsApp. Online education can even be tried through social media such as Facebook and Instagram (Hussain et al., 2018).

Today's issue arises since not all parents own a smartphone or laptop. The limited quota for obtaining an internet or wifi network that serves as a conduit for receiving and collecting information about online learning is an obstacle to the learning process (Rizki & Yuwono, 2021).

Thus, it is necessary to conduct multiple evaluations of online learning because the evaluations conducted in each school have not been comprehensive, and by examining the condition of each school in the Cepiring sub-district, it is possible to determine whether the learning implementation process is running or not, whether the school has conducted an evaluation, and if so, what steps were taken. Additionally, to ensure the effectiveness and success of online learning, there must be a review of whether online learning can truly be used in the future in Junior High Schools in Cepiring sub-district.

To achieve this goal, a coordinated effort between educational preparation, the educational process, and educational assessment is required. This is an integral part that cannot be separated. Educational preparation encompasses all aspects of the educational process, including lesson plans, educational media and instruments, and the sort of evaluation employed. While the educational process is concerned with teaching and learning activities, the evaluation process is concerned with attempting to quantify the success of the education provided (Agustina & Sulaiman, 2020).

**Table 1.** Data of Junior High School in Cepiring sub-district

Number of Students	School	Status
640	MTS NU 01 Cepiring	Private
603	SMPN 1 Cepiring	Public
681	SMPN 4 Cepiring	Public

Physical education and physical education online learning have a significant impact on students' knowledge, understanding, and fitness, because prior to online learning, students were still controlled and monitored by physical education teachers at school, and students were guaranteed to participate in sports and physical activities at least once a week.

With the aforementioned issues in mind, researchers will use the CIPP model to evaluate online learning for junior high schools in Cepiring sub-District, Kendal Regency (context, input, process, product).

Online Learning is an extremely interesting subject to study, and researchers are interested in learning about its evaluation, as there are several ways to foster creativity in physical activity through collaboration with information technology and the Internet. Online Learning is currently being delivered to students in Junior High Schools in Cepiring District, Kendal Regency.

**METHODS**

The study used a qualitative research based on the Context, Input, Process, and Product (CIPP) model evaluation. CIPP evaluation is the process of describing, discovering, and providing descriptive information, as well as considering the value and benefits of several planned and implemented objectives, and as their impacts, to lead a decision, assess accountability, and comprehend phenomena (Amnas, Hartanto, & Kusuma, 2021). The CIPP evaluation model was chosen due to the completeness of the stages involved in evaluating the PE teaching program. This research was conducted in stages, included an evaluation of the setting, an evaluation of the input, an evaluation of the process, and an evaluation of the output. Context evaluation is used to review the factors that contribute to the development of a proposed

program. The input evaluation is used to determine if the program's planning took account of available resources. Process evaluation is used to determine whether the program was implemented according to plan. Product evaluation is used to determine whether the program was successfully implemented.

**Table 2.** Data Research Collection

Variable	Indicator	Data Source
Context	Materials for Physical Education during the Covid-19 Pandemic	Learning Implementation Plan (LIP)
Input	Online learning tools Online learning equipments Online infrastructure Physical education teacher	Semester Learning Plan (SLP) PE teacher Deputy Head of Curriculum Student
Process	Online learning (zoom, youtube, google form)	Parents Document
Product	Result of PE	

The data collection technique was carried out by observing, interviewing and documenting interviews conducted by the sources of Physical Education Teachers, Curriculum Deputy, Parents, and students related to learning equipment, learning devices, infrastructure, learning processes, and physical education and sports online learning outcomes during the COVID-19 pandemic. Documentation as Learning Implementation Plans (LIP), Semester Learning Plans (SLP), assessment results and data for physical education teachers in junior high schools in Cepiring District.

Techniques The validity of the data in this study used triangulation of source data and techniques. The data collected were from physical education teachers at SMPN 1 Cepiring, SMPN 4 Cepiring, MTS NU 01 Cepiring, one physical education teacher for class IX, Deputy Head of Curriculum for SMP N 1 Cepiring, SMPN 4 Cepiring, MTS NU 01 Cepiring, 8 grade IX students in each junior high school. Cepiring sub-

district, and 8 parents and guardians of grade IX students of each junior high school in Cepiring sub-district were then developed with other words that still related to the development of information obtained by researchers through observation, interviews, and documentation.

The data analysis technique used in this study was based on an interactive analysis model developed by (Miles, M. B., humberman, A.M., & Sldana, 2014) Data analysis is comprised of four interacting components: data collection, data reduction, data display, and conclusion. The four components constitute a continuous cycle.

**RESULT AND DISCUSSION**

**Context**

**Physical Education Materials during the COVID-19 Pandemic**

The interviews with the research subjects revealed they were Physical Education Teachers and Deputy Heads of Curriculum. The same results apply to PE (Physical Education) material during the pandemic.

The learning materials were accessible to students regardless of their grade or degree of study. The Physical Education Teacher’s Learning Implementation Plan was customized for students who are engaged in virtual or online learning. The material was presented as learning videos to help students to take an active role in their education during this COVID-19 pandemic.

Physical Education materials were well-aligned with core and fundamental competencies. During the pandemic, the availability of internet networks relevant to Physical Education learning was occasionally disrupted. During the COVID-19 pandemic, physical education teachers must be expected to be proactive and creative in developing physical education learning materials.

**Input**

**Online Learning Tools**

Online learning equipment on junior high schools in Cepiring sub-District used Wa, Youtube, Google forms, and school apps, the same results were displayed.

Additional equipment, such as teaching aids for video material, is used by physical education

teachers in their particular schools. Students' at-home learning equipment includes cellphones or laptops, as well as objects found around the house that can be used as teaching aids while creating video assignments. During the COVID-19 pandemic, all three junior high schools in Cepiring sub-District provide Wifi that is used to access online media as teaching and learning tools.

**Online Learning Equipment**

Physical education learning tools for instructors required to continue developing lesson plans that are situation-appropriate. Minimum Mastery Criteria (MMC) as a learning plan related to the material imparted to students by physical education (PE) teachers, SMPN 1 Cepiring teachers were needed to create one semester lesson plans suited to contemporary online learning. Similarly, at SMPN 4 Cepiring, an Learning Implementation Plan (LIP) for one month of online learning was developed and reviewed by the school. At MTS NU 01, devices in the form of lesson plans created by physical education teachers are reported to the curriculum's waka every month for the purpose of evaluating student learning during the COVID-19 pandemic.

**Online Learning Infrastructure**

Based on the interviews with resource persons, teacher PE junior high school in Cepiring District, that schools provide infrastructure such as Wifi, Laptops and School-owned computers which designated for teachers as teaching facilities during the COVID-19 pandemic.

**Table 3.** Online Learning Infrastructure

School	Wifi	Laptop	Computer
SMPN 1 Cepiring	√	√	√
SMPN 4 Cepiring	√	√	√
MTS NU 01 Cepiring	√	√	√

While online physical education learning involves tools for creating learning videos, teachers used tools in schools to present students with material as learning videos. Students who do online learning from home require simply a quota to

access material from online media; if an assignment requires students to create movement videos, they are directed by physical education teachers who use props at home.

### Physical Education Teacher

The school evaluates teachers, particularly physical and physical education teachers, on a monthly basis regarding online learning. Additionally, SMPN 1 Cepiring trained teachers, particularly physical education teachers, on how to adjust to new habits during this pandemic. Physical education teachers are expected to be innovative in their approach to offering learning materials to students, ensuring that they comprehend the material and are enthusiastic about online learning. PE teachers at SMPN 1 Cepiring is 3, SMPN 4 Cepiring is 4 dan at MTS NU have 2 PE teachers in total.

### Process

#### Physical Education Online Learning

SMPN 4 Cepiring's online physical education program during pandemic had been successful, despite the school's limited learning hours. Zoom, YouTube, Google Forms, and the School App are all used in online learning. At MTS NU 01 Cepiring, there are a number of challenges associated with pupils who lack smartphones and those who are oblivious. MTS NU 01 Cepiring physical education teacher gives a solution for children who face problems in getting to school to meet physical education teachers. Online learning, particularly physical education and sports learning, is undoubtedly challenging, as physical education is a process that requires direct interaction with peers and teacher supervision of movement. Physical education teachers are expected to be actively involved in their students' progress during this online learning.

### Product

#### Student Learning Outcomes

Student learning outcomes during the COVID-19 pandemic, the results were excellent, all assignments at work there were only a few students who were late and did not do their work, for the results of the evaluation of physical education learning, students got value above the

predetermined Minimum Mastery Criteria (MMC). SMPN 4 Cepiring has a physical and mental health Minimum Mastery Criteria (MMC) score of 73. SMPN 1 Cepiring has a physical and mental health Minimum Mastery Criteria (MMC) score of 75, and MTS NU 01 Cepiring has a physical and mental health Minimum Mastery Criteria (MMC) score of 70. Not all students get a high score, but there are no students who score below the Minimum Mastery Criteria (MMC).

**Table 4.** Mean Score PESH of Junior High School Students during Covid 19 Pandemic

School	Grade	MMC	Mean Score
SMPN 1 Cepiring	IX	75	83
SMPN 4 Cepiring	IX	73	81
MTS NU 01 Cepiring	IX	70	79

## DISCUSSION

### Context

The Covid-19 pandemic that began in December 2019 impacted every sector, including education. All indoor and outdoor activities in all sectors have been temporarily postponed to reduce the spread of Covid-19, yet schools in a number of Indonesian regions continue to use online media (Hudah, Widiyatmoko, Pradipta, & Maliki, 2020).

Physical education learning materials must be adjusted to reflect the present environment through the use of online learning methods. The material presented must be engaging and innovative in order to stimulate students' interest in learning during this pandemic of COVID-19. Students are currently particularly interested in learning materials in the form of learning videos, as evidenced by the rapidly increase in the usage of distance learning platforms (Azzahra, 2020).

### Input

On March 24, 2020, the Ministry of Education and Culture issued SE 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), in point number 2 it is explained: 1) Learning from home through online/distance learning is carried out to provide

experience meaningful learning for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; 2) Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic; 3) Learning from home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home; 4) Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values (Sulaksono & Wibowo, 2021).

### Process

The online learning program for Physical Education and Health in Cepiring sub-District is progressing well, despite a few obstacles. During the pandemic, teachers, students, and parents are adapting to a new habit: online learning. During the COVID-19 pandemic, the usage of learning media such as Google forms, zoom meeting, and YouTube became mandatory (Arifa, 2020). Everything needs to be adjusted and evaluated in relation to online physical education learning throughout the COVID-19 pandemic, to ensure that the quality of our education remains high despite the pandemic's impact.

### Product

The evaluation process is very important on learning outcomes. Learning outcomes can show achievements made during the pandemic's learning process. Grade IX students can achieve results that exceed the Minimum Completeness Criteria in junior high schools throughout the Cepiring District, particularly in physical education learning. The learning process is supported by the availability of online learning facilities and the creativity of the teacher. As a result, the results of physical education learning at Junior High School in Cepiring sub-district are positive.

### CONCLUSION

The study concludes by identifying contacts relevant to the use of physical education education

and online learning in physical education for junior high school students in the Cepiring sub-district, Kendal regency. The teacher's material is tailored to the current situation. Learning video material that is frequently distributed to Cepiring District junior high school pupils. Contributions to the development of online learning equipment for junior high schools in the Cepiring sub-district through the use of online media such as wa, youtube, google forms, and school apps. Each physical education teacher creates an emergency covid 19 lesson plan. Physical education teachers must be expected to be innovative in their approach to offering materials and assignments to pupils. Physical Education and Health Online Learning are always reported for evaluation in junior high schools in Cepiring District, Kendal Regency. Physical Education Online Learning was implemented in junior high schools in Cepiring District, Kendal Regency. Children's learning outcomes for online physical education are classified as satisfactory; children achieve a score greater than the specified Minimum Completeness Criteria.

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